DOCUMENT RESUME

ED 050 104 24 TE 002 394

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TITLE	An Exploratory Study of the Effectiveness of a Technique for Teaching Certain Concepts of Speech Composition.
INSTITUTION	Texas Univ., Austin.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-5-8360
PUB DATE	4 Jun 68
GRANT	OEG-4-6-058360-1892
NOTE	100p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*College Instruction, *Composition (Literary), Expository Writing, Organization, Performance, Rhetoric, Speech, *Speech Instruction, *Speech Skills, Teacher Influence, *Teaching Methods
IDENTIFIERS	*Rhetorical Jigsaw Puzzle Technique

ABSTRACT

In this study, four sections of a beginning speech composition class were assigned randomly to two instructors, each of whom taught one section using a conventional syllabus and the other section using a unit on organization of ideas which contained the Rhetorical Jigsaw Puzzle (RJSP) technique. Using this technique, students reassembled the parts of a speech or essay that had been divided into its constituent elements and presented to the students in random order. Before and after the two-and-a-half-week unit, students were tested on basic organizational ability, grasp of the concepts, and application of these concepts to the preparation and delivery of a short expository speech. While neither mode of instruction produced significant gains in basic organizational ability, both produced significant gains in comprehension of the concepts taught in the unit. Both modes also produced smaller, but still significant, gains in speech performance. (Materials include course outlines, a sample diagnostic test, and the selections used in the RJSP technique.) (DD)

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AN EXPLORATORY STUDY OF THE EFFECTIVENESS OF A TECHNIQUE FOR TEACHING CERTAIN CONCEPTS OF SPEECH COMPOSITION

by

Theodore Clevenger, Jr.

A Report to
The United States Office of Education
on
Grant Number OEG4-6-058360-1892, Project No. 5-8360

June 4, 1968

University of Texas, Austin

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ABSTRACT

Four sections of a beginning speech composition class at the University of Texas were assigned randomly to two instructors, each of whom taught one section according to a conventional syllabus and the unit on organization of ideas in the other section using a Rhetorical Jigsaw Puzzle technique. Prior to and immediately following the two-and-a-half-week unit of instruction, students were tested for basic organizational ability, for grasp of the concepts and for performance in putting the concepts to work in preparing and delivering a short expository speech.

Neither mode of instruction produced significant gains in basic organizational ability. Both modes of instruction produced large gains in grasp of the concepts taught in the unit, as measured by a verbalization test and by an identification test. Both modes also produced smaller, but still significant, gains in speech performance, as measured by mean ratings of the tape recorded speeches, mean ratings of transcripts of the speeches, and average percent of words devoted to rhetorical elements taught in the unit.

One of the two instructors consistently produced greater learning effects than the other. Moreover, mode of instruction interacted with instructor differences for some of the learning measures, so that there was little difference attributable to mode of instruction for the stronger of the two instructors, but for the weaker of the two, RJSP instruction resulted in significantly greater learning as measured by the Identification test and by the mean ratings of organization on the transcripts of the student speeches.

INTRODUCTION

The great majority of Speech courses, and many English Composition courses, contain instruction dealing with the organization of discourse. The objective of such units is at least two-fold:

(1) To lead the student to an understanding of certain concepts having to do with the organization of speeches and/or written essays, and

(2) To develop in the student operational skills for producing an organized speech and/or essay.

While the first objective apparently is not prerequisite to the second, most instructors prefer to approach skills through an understanding of relevant concepts; and so through lectures, assigned readings, graded exercises, and classroom discussions, students are introduced to a language for talking about the organization of discourse. This language, drawn from rhetorical theory, includes such terms as "introduction," "subject sentence," "transition," "summary," and "example," which the student is expected to "learn" in the sense that he has a concept appropriate to each of the terms of the language.

Depending upon the specific purpose of the Speech (or English) course, the concept-learning task may be evaluated in the light of either or both of two criteria:

(1-a) To teach the student to verbalize appropriately about the terms of the theory (ie, to write a definition of "subject sentence," to specify the varieties of "introduction," or to describe the function of "transition,") and

(1-b) To teach the student to recognize and identify instances of the occurrence of "subject sentence," "introduction," or "transition" as they occur in samples of discourse.

Lectures and textbook assignments are valuable ways of introducing the student to that segment of the language of rhetorical theory which deals with the organization of discourse; but they are notoriously inadequate to develop an active grasp of the concepts involved. Through such traditional procedures the student may learn to define the crucial terms and to use them in sentences so as to write an intelligible examination paper; but through such procedures alone he is not likely to learn to use the concepts in analyzing either his own speeches or essays or those of another. To accomplish that instructional goal, a learning procedure is required which:

(a) provides stimuli that are under the control of the instructor to a greater extent than is the case with assigned textbook readings,

(b) divides the learning task into manageable segments,

(c) specifies the behavior expected of the student,

(d) requires the active participation of the student,

(e) leads the student through a graded series of learning experiences from easier to more difficult tasks, and

(f) provides a clear-cut standard by which student responses can be evaluated.

A device which apparently satisfies these requirements for the concepts in question is the technique called the "Rhetorical Jigsaw Puzzle" (hereafter abbreviated RJSP). Briefly, the RJSP may be described as a dissected speech (or essay). The task it presents to the student is to reassemble the parts of a speech or essay that has been preanalyzed into its constituent elements, then presented to the student in random order.

The over-all aim of this research was to test the effectiveness of the RJSP technique for teaching verbal concepts relating to organization of speeches, to compare its effectiveness with a lecture-textbook method of teaching the same subject-matter, and to determine the effects of such verbal training upon performance in speech composition.

PROCEDURES

Four sections of a basic speech composition course at the University of Texas were used for the experiment, two of which received two-and-a-half weeks of lecture-textbook instruction and practice in organization according to the usual procedures of the course (see Appendix A), and two of which received RJSP instruction of equivalent duration (see Appendix B). Two instructors taught in the experiment, each teaching one experimental and one control class.

Both groups were tested two weeks prior to and immediately following the instructional unit. Testing involved:

A. The Goyer Organization of Ideas Test, used as a test of basic organization ability, and employed as both a pre and a post-test.

B. A Speech Diagnostic Test, used as both pre and post-test to measure the student's ability to verbalize about the theory of organization as well as his ability to recognize and identify rhetorical elements.

C. A five-minute expository speech prior to instruction and a five-minute expository speech following instruction, rated and scored in a variety of ways described under "Instrumentation" below.

Pretest scores were compared with post-test scores for the various groups and conclusions were drawn with regard to the effectiveness of RJSP instruction, and its relative effectiveness vis-a-vis the lecture-discussion approach.

Subjects. Subjects were undergraduate students (predominantly sophomores) who elected to enroll for the fall term in each of the four sections of Speech 319 serving as experimental and control groups for this project. According to scores on both the Diagnostic test and the Goyer Organization of Ideas Test, accidents of scheduling resulted in groups with nearly identical mean pre-test scores and standard deviations for pre-test scores that did not differ significantly according to the Chi-Square test for homogeniety of variance ($P > .90$).

At the beginning of the term 25 students were enrolled in each of the four sections; however, by the beginning of the experiment (at the time of the pre-tests), a little more than two weeks into the semester, only 76 students remained, and these were the subjects for the experiment. Of these 76, 43 remained in Experimental sections and 33 in Control sections; thus, any bias resulting from differences in class size should have accrued to the benefit of the Control group. Since the treatment of both experimental and control sections was identical up to the point where the experiment was to begin, since neither group was informed that an experiment was in progress, and since the overall quality of participation and morale appeared comparable in both experimental and control sections, the instructors could offer no plausible reason for the higher drop-rate in the control sections.

Instructional Unit. The experimental instructional unit called for the students to read assigned chapters in the course textbook covering organization, outlining, supporting material, and use of introductions and conclusions, to participate in short lecture-discussions in which portions of this material was clarified, to read a mimeographed outline supporting the clarification (see Appendix E), to complete five rhetorical jigsaw puzzles, and to complete two creative rhetorical reconstruction problems.

The rhetorical jigsaw puzzles were distributed in class and briefly explained. The student completed the puzzle as a homework assignment and returned it at the next class period. At the next class period, the solution to the puzzle was distributed, and the problem discussed.

Three rhetorical jigsaw puzzles were available at the outset of this project. Nine additional ones were constructed during the planning phase of this experiment, and from the total of twelve available puzzles the five best were chosen for incorporation in the experiment by consensus among the project staff. These puzzles and their solutions appear as Appendices H through Q.

The creative rhetorical reconstruction problem was conceived during an RJSP planning session as a logical extension of the RJSP technique. Whereas in completing a RJSP a student must use all of the available units and may add none of his own, in the creative reconstruction task the student may choose not to use some of the elements provided him, and may add new elements of his own. Otherwise, the task is the same as that set by the RJSP. It was thought that the creative reconstruction task would allow a smoother transition from the RJSP into creative speech composition, and was so similar to the RJSP in overall conception as to remain within the purview of the original design. The two creative reconstruction projects appear as Appendices R and S.

The control unit included more lecture-discussion of the textbook, a speech-analysis task (see Appendix G), and one additional practice speech in lieu of RJSP assignments. The content of the experimental and control units was identical, and every effort was made to maintain the two units on schedules that coincided at relevant points (see Instructor's Syllabus, Appendix F).

Instrumentation. The dependent variables measured in this experiment were as follows:

(1) Basic Organizational Ability, as measured by the Goyer Organization of Ideas test;

(2) Verbal Knowledge of Organizational Theory, as measured by percentage of correct response on verbalization test items in the Speech Diagnostic Test,

(3) Ability to Identify Rhetorical Elements, as measured by percentage of correct responses on the identification test items in the Speech Diagnostic Test;

(4) Performance in Speech Organization, as measured by mean ratings of five expert speech judges on a five-point scale of organization imbedded in a five-scale rating sheet and applied to a short original speech;

(5) Performance in Speech Organization, as measured by mean ratings of five expert theme judges on a five-point scale of organization imbedded in a five-scale rating sheet and applied to transcripts of the same speeches; and

(6) Proportional use of rhetorical elements as measured by percentage of words devoted to those elements as reflected by content analysis of the same speeches.

HYPOTHESES

The twelve hypotheses constituting the major object of this experiment were as follows:

I. Concerning the effects of RJSP instruction, that students receiving such instruction, when compared with their own performance prior to such instruction, would:

  A. Achieve significantly higher mean scores on the Goyer Organization of Ideas Test

  B. Achieve significantly higher mean scores on a Verbalization Test concerning organizational concepts,

  C. Achieve significantly higher mean scores on an Identification Test concerning organizational concepts,

  D. Achieve significantly higher mean ratings of "Organization" from expert speech judges on the short original speeches,

  E. Achieve significantly higher mean ratings of "Organization" from expert theme judges on transcripts of the foregoing speeches,

  F. Demonstrate proportionally more frequent usage of the rhetorical elements constituting the subject-matter of instruction.

II. Concerning the relative effectiveness of RJSP instruction, that students receiving such instruction, when compared with a matched group of students receiving instruction in similar subject-matter via a lecture-textbook method, would:

  A. Achieve mean scores on the Goyer Organization of Ideas Test mentioned in I-A which were neither significantly higher nor significantly lower,

  B. Achieve mean scores on the Verbalization Test mentioned in I-B which were neither significantly higher nor significantly lower.

  C. Achieve significantly higher mean scores on the Identification Test mentioned in I-C.

  D. Achieve significantly higher mean ratings of "Organization" from the Speech judges mentioned in I-D.

  E. Achieve significantly higher mean ratings of "Organization" from the theme judges mentioned in I-E.

  F. Demonstrate proportionally more frequent use of rhetorical elements as mentioned in I-F.

ANALYSIS AND RESULTS

I. Concerning the effects of RJSP instruction. Because of the very discrepant numbers of subjects in the four sections of the course used for this experiment, the original "mixed" design for analyzing the data on all dependent variables had to be discarded. For each dependent variable, the effects of RJSP instruction (as distinguished from its relative effectiveness) was assessed by the t-test for correlated scores, comparing mean pretraining performance with mean posttraining performance. In each case there are 42 degrees of freedom.

The t-values for the experimental group for six hypotheses were as follows:

		t	p
I-A:	Basic Organizational Ability	0.965	$>.50$
I-B:	Verbal Knowledge or Org. Theory	45.632	$<.001$
I-C:	Identification of Rhetorical Elements	33.444	$<.001$
I-D:	Organization Performance (Speech)	2.121	$<.05$
I-E:	Organization Performance (Theme)	3.301	$<.01$
I-F:	Use of Rhetorical Elements	2.560	$<.02$

All of the hypotheses regarding the effect of RJSP instruction were confirmed by the experimental data, with the largest effect observed in those areas of learning that deal with information (B, C) that can be tested by objective means, and the smallest effect observed in the three variables (D, E, and F) related to speech performance.

Essentially the same effects were observed for the students who received more traditional training. The t-values for the control group were as follows:

		t	p
I-A:	Basic Organizational Ability	1.641	$>.10$
I-B:	Verbal Knowledge of Org. Theory	28.230	$<.001$
I-C:	Identification of Rhetorical Elements	32.534	$<.001$
I-D:	Organizational Performance (Speech)	2.325	$<.05$
I-E:	Organizational Performance (Theme)	2.008	$<.10$
I-F:	Use of Rhetorical Elements	2.246	$<.05$

It can be seen that neither RJSP nor convential instruction had a significant effect on mean scores on the Goyer Organization of Ideas Test. Since this test purports to measure a stable intellectual trait, it was not contemplated that a single short unit of instruction would improve scores on this variable significantly. On the other hand, with respect to both knowledge of theory and (to a substantially lesser degree) performance in the application of theory, both RJSP and convential instruction produced significant gains.

II. Concerning the relative effectiveness of RJSP instruction. When the original "mixed" analysis of variance design was abandoned for reasons described above, it was necessary to analyze the data for relative effectiveness of RJSP instruction in a different way than originally planned. Consideration was given to the use of "gain" scores on the six variables as measures of learning, but in view of the unreliability of such difference-score data, this alternative was held to be undesirable. Since analysis of the pre-tests had indicated no significant differences on any of the six dependent variables associated with either instructor or treatment differences, it was decided to test the hypotheses regarding relative effectiveness of RJSP instruction by comparison of posttraining scores only. Understanding that use of such an "after-only" design would fail to parcel out variance attributable to individual differences among students, and that the resulting conclusions would be necessarily conservative, this was thought preferable to using "change" scores in the absence of an appropriate "mixed" design.

Table 1 shows mean scores of both experimental and both control sections on the short-form Goyer Organization of Ideas Test.

Table 1

Mean Goyer Test Scores

	Inst. A	Inst. B	Mean
Exp.	21.8	24.2	23.0
Cont.	20.1	25.2	22.7
Mean	21.0	24.7	

Table 2, which displays the analysis of variance for these data, shows that there is no significant effect attributable to differences in instruction (A), and a difference between the two instructors (B) that approaches, but does not reach, significance at the .05 probability level.

Table 2

Analysis of Variance of Goyer Organization of Ideas Test Scores

Source	MS	df	F-ratio	P
Total	72.847	79		
Between	99.604	3		
A	2.738	1	.0381	-
B	263.976	1	3.6770	<.06
AB	32.097	1	.4471	-
Within	71.790	76		

Table 3 shows mean scores on the verbalization items on the Speech 319 Diagnostic Test, reflecting percentage of correct response on the post-test. Although the control outscored the experimental group on the average by a little more than three percent, the difference fell short of significance. There was a significant difference between instructors, indicating that Instructor B's students performed substantially better than those of Instructor A.

Table 3

Mean Verbalization Test Scores

	Inst. A	Inst. B	Mean
Exp.	79.9	86.0	82.5
Cont.	81.1	89.4	85.3
Mean	80.1	87.7	

The analysis of variance for the data in Table 3 is presented in Table 4.

Table 4

Analysis of Variance of Verbalization Test Scores

Source	MS	df	F-ratio	P
Total	110.554	79		
Between	413.927	3		
A	140.231	1	1.4225	
B	1093.278	1	11.0904	< .002
AB	8.272	1	.0839	
Within	98.578	76		

Results of the recognition items from the Diagnostic Test, however, reveal the reverse pattern. The experimental group outscored the control group on the recognition items by 2 1/2 percent, but again the difference fell short of significance at the .05 level. Mean scores for the experimental and control classes are presented in Table 5.

Table 5

Mean Recognition Test Scores

	Inst. A	Inst. B	Mean
Exp.	84.4	82.7	83.6
Cont.	79.0	83.2	81.1
Mean	81.7	82.9	

The very small difference in means between the classes of the two instructors was in this instance nonsignificant. However, as Table 6 reveals, there was a significant interaction effect between instructors and modes of instruction on this variable.

Table 6

Analysis of Variance of Recognition Test Scores

Source	MS	df	F-ratio	P
Total	34.184	79		
Between	104.033	3		
A	119.582	1	3.8050	<.06
B	29.078	1	.9253	-
AB	163.438	1	5.2005	<.03
Within	31.427	76		

For Instructor B, there was virtually no difference between the two modes of instruction; but for Instructor A, students in the experimental class scored more than 5% higher than those in the control class.

In Table 7 are displayed the average mean of the experimental and the control classes on organization as judged by expert speech judges from the tape recorded speeches.

Table 7

Average Mean Ratings on Organization in Speeches

	Inst. A	Inst. B	Mean
Exp.	3.57	3.84	3.71
Cont.	3.47	3.75	3.61
Mean	3.53	3.79	

The very small average difference of 0.10 (on a five-point scale) in favor of the experimental group was not significant. However, as revealed in the analysis of variance, displayed in Table 8, the students of Instructor B again outscored those studying with Instructor A.

Table 8

Analysis of Variance of Mean Ratings on Organization in Speeches

Source	MS	df	F-ratio	P
Total	5.605	79		
Between	20.733	3		
A	7.057	1	1.4092	-
B	55.138	1	11.0100	$<.002$
AB	.003	1	.0006	-
Within	5.008	76		

When the transcribed speeches were rated by expert theme raters, on the other hand, the results were somewhat different. As revealed in Table 9, the Experimental subjects outscored the control subjects on the average by 0.35 points on a five-point scale.

Table 9

Mean Ratings on Organization in Speech Transcripts ("Theme")

	Inst. A	Inst. B	Mean
Exp.	3.64	3.72	3.68
Cont.	3.16	3.50	3.33
Mean	3.40	3.61	

This difference, though perceptible, still falls just short of significance at the .05 probability level, as revealed by the analysis of variance reported in Table 10.

Table 10

Analysis of Variance on Mean Ratings on Organization in Speech Transcripts (Themes)

Source	MS	df	F-ratio	P
Total	3.399	79		
Between	10.503	3		
A	12.001	1	3.8105	$<.06$
B	3.078	1	.9325	-
AB	16.848	1	5.1002	$<.03$
Within	3.427	76		

A further significant feature of this analysis is the interaction between instructors and modes of instruction in their joint effects on mean "theme" ratings. This interaction shows that for Instructor B there was little difference in effectiveness between the two modes of instruction, whereas for Instructor A the RJSP instruction resulted in mean "theme" ratings that were on the average almost half a point higher than those for his control class.

Content analysis revealed that in the post-speeches on the average students devoted roughly 2/3 of their total words to identifiable rhetorical elements taught by the unit of instruction. The 2 1/2% advantage enjoyed by the experimental group was not significantly higher than the control group.

Table 11

Mean Percentage of Words Devoted to Rhetorical Elements

	Inst. A.	Inst. B	Mean
Exp.	61.2	69.3	65.3
Cont.	59.1	66.0	62.6
Mean	60.2	67.7	

However, the students of Instructor B again outscored those of Instructor A on this variable.

Table 12

Analysis of Variance of Percentage of Words Devoted to Rhetorical Elements

Source	MS	df	F-ratio	P
Total	99.455	79		
Between	362.592	3		
A	126.923	1	1.5242	-
B	986.227	1	10.9999	$<.002$
AB	7.472	1	.0809	-
Within	89.778	76		

(see anal. 2)

CONCLUSIONS

Both conventional and RJSP instruction produced significant instructional effects on all dependent variables except the Goyer Test, which is presumed to measure a more or less stable intellectual trait. For both modes of instruction, gains were greatest for the "concept learning" area, involving verbalization test and identification test scores, and were smaller but still significant for the "performance" area, involving ratings of the organization of the speeches by expert speech judges and of transcripts of the speeches by expert theme judges, as well as percentage of words devoted to rhetorical elements as revealed by content analysis.

As regards the relative effectiveness of the conventional and the RJSP instruction, all differences were in favor of the RJSP treatment, but none of the six differences were significant, though on two variables (recognition test and mean theme rating of speech transcripts) the difference approached significance at the .05 probability level.

On the same two variables (recognition test scores and mean theme ratings of speech transcripts), there was a significant interaction between instructor differences and treatment differences in their joint effects on student performance. In both instances the difference between treatments for Instructor B were small, while the difference between RJSP and conventional methods for Instructor A were relatively large.

This finding is particularly intriguing in view of the difference observed between the two instructors throughout the experiment. On every variable, the students of Instructor B achieved higher scores on the average than did those of Instructor A. (These differences apply only on the post-tests; there were no significant differences on the pretests.) On three of the variables (Verbalization Test scores, mean ratings of organization in speeches, and percentage of words devoted to rhetorical elements) Instructor B's students on the whole (experimental and control classes combined) achieved significantly higher scores than those of Instructor A; and on a fourth variable (Goyer Test) the difference approached significance. In short, Instructor B apparently produced greater gains in student learning in all measured phases of the experiment, yet it was Instructor A who achieved significantly better results with RJSP instruction than with conventional instruction. In brief, the RJSP method seemingly contributed little to the effectiveness of the stronger teacher, but seemingly contributed significantly to the effectiveness of the weaker one.

APPENDICES

APPENDIX A -- Course Outline (Control Sections)

APPENDIX B -- Course Outline (Experimental Sections)

APPENDIX C -- Goyer Organization of Ideas Test

APPENDIX D -- Speech 319 Diagnostic Test
(Part I)
(Part II)

APPENDIX E -- Elements of Speech Content

APPENDIX F -- Teacher's Syllabus

APPENDIX G -- Instructions for Speech Analysis

APPENDIX H -- Rhetorical Jigsaw Puzzle #1

APPENDIX I -- Solution to Rhetorical Jigsaw Puzzle #1

APPENDIX J -- Rhetorical Jigsaw Puzzle #5

APPENDIX K -- Solution to Rhetorical Jigsaw Puzzle #5

APPENDIX L -- Rhetorical Jigsaw Puzzle #7

APPENDIX M -- Solution to Rhetorical Jigsaw Puzzle #7

APPENDIX N -- Rhetorical Jigsaw Puzzle #10

APPENDIX O -- Solution to Rhetorical Jigsaw Puzzle #10

APPENDIX P -- Rhetorical Jigsaw Puzzle #11

APPENDIX Q -- Solution to Rhetorical Jigsaw Puzzle #11

APPENDIX R -- Creative Rhetorical Reconstruction Problem #1

APPENDIX S -- Creative Rhetorical Reconstruction Problem #2

FALL, 1966

SPEECH 319 SYLLABUS

Class Activities and Assignments for First Six Weeks

Monday -- Sept. 19

-- Introductory Lecture

-- Achievement Test #1

** Assignment: Read Chapters 11, 12, 13, 14 in text (due Friday)

Wednesday-- Sept. 21

-- Achievement Test #2

** Assignment: Speech #1 (due to begin Monday)

Friday -- Sept. 23

-- Discussion of Chapters 11, 12, 13, 14

-- Discussion of Standards of Criticism for Speech #1

Monday -- Sept. 26

-- Begin Speech #1

Wednesday-- Sept. 28

-- Speech #1

** Assignment: Speech #2 (due to begin Wednesday)

Friday -- Sept. 30

-- Speech #1

** Assignment: Rhetorical Jigsaw Puzzle "A" (due Monday)

Monday -- Oct. 3

-- Discussion of Rhetorical Jigsaw Puzzle "A"

-- Lecture

** Assignment: Rhetorical Jigsaw Puzzle "B" (due Wednesday)

Wednesday-- Oct. 5

-- Begin Speech #2

-- Discussion of Rhetorical Jigsaw Puzzle "B"

** Assignment: Rhetorical Jigsaw Puzzle "C" (due Friday)

Friday -- Oct. 7

-- Speech #2

-- Discussion of Rhetorical Jigsaw Puzzle "C"

** Assignment: Rhetorical Jigsaw Puzzle "D" (due Monday)

Monday -- Oct. 10

-- Speech #2

-- Discussion of Rhetorical Jigsaw Puzzle "D"

** Assignment: Rhetorical Jigsaw Puzzle "E" (due Wednesday)

Wednesday-- Oct. 12

-- Speech #2

-- Discussion of Rhetorical Jigsaw Puzzle "E"

Friday -- Oct. 14

-- Speech #2

-- Class Activity: Rhetorical Creative Reconstruction Problem "A"

** Assignment: Rhetorical Creative Reconstruction Problem "B" (due Monday)

Monday -- Oct. 17

-- Speech #2

** Assignment: Speech #3 (to begin Monday, Oct. 24)

Wednesday-- Oct. 19

-- Discussion of Rhetorical Creative Reconstruction Problem "B"

Friday -- Oct. 21

-- Achievement Test #3

Monday -- Oct. 24

-- Begin Speech #3

-- Achievement Test #4

Wednesday-- Oct. 26

-- Speech #3

Friday -- Oct. 28

-- Speech #3

C

FALL, 1966

SPEECH 319 SYLLABUS

Class Activities and Assignments for First Six Weeks

Monday -- Sept. 19

-- Introductory Lecture

-- Achievement Test #1

** Assignment: Read Chapters 11, 12, 13, 14 in text (due Friday)

Wednesday-- Sept. 21

-- Achievement Test #2

** Assignment: Speech #1 (due to begin Monday)

Friday -- Sept. 23

-- Discussion of Chapters 11, 12, 13, 14

-- Discussion of Standards of Criticism for Speech #1

Monday -- Sept. 26

-- Begin Speech #1

Wednesday-- Sept. 28

-- Speech #1

** Assignment: Speech #2 (due to begin Wednesday)

Friday -- Sept. 30

-- Speech #1

Monday -- Oct. 3

-- Lecture

Wednesday-- Oct. 5

-- Begin Speech #2

** Assignment: Speech Analysis (due Monday)

Friday -- Oct. 7

__ Speech #2

Monday -- Oct. 10

-- Speech #2

Wednesday-- Oct. 12

-- Speech #2

Friday -- Oct. 14

-- Speech #2

Monday -- Oct. 17

-- Speech #2

** Assignment: Speech #3 (to begin Monday, Oct. 24)

Wednesday-- Oct. 19

-- Discussion of Speech Analysis

Friday -- Oct. 21

-- Achievement Test #3

Monday -- Oct. 24

-- Begin Speech #3

-- Achievement Test #4

Wednesday-- Oct. 26

-- Speech #3

Friday -- Oct. 28

__ Speech #3

APPENDIX C--Goyer Organization of Ideas Test

REMOVED:

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Speech 319 Diagnostic Test

Name ______________________
Section No. ______

PART I

I. Answer each of the following questions in the appropriate way.

1. What are the "two problems" one faces when beginning a speech?
______________________ (which is more important), and ______________________.

2. One of the main purposes of a conclusion is:
____.

3. Which of the forms of support would be expected to be totally without prejudice?
______________________.

4. List four ways of getting "attention and good will."
______________________, ______________________,
______________________, ______________________.

5. Mention two ways of orienting the audience.
______________________,
______________________.

II. Using the items listed on the right, reconstruct the outline by filling in the blanks. Note that the blanks and the list are continued on the next page.

Elements of Speech Content

____
____
____
____
____
____
____
____
____
____

attention material
body
challenge-appeal
common ground
comparison
compliment to audience
conclusion
contrast
definition and
and explanation
delayed restatement
description-particulars
example
factual information
flashback-preview
humor

immediate restatement
internal summary
introduction
narration-illustration
narrative-illustration
narrative-illustration
orienting material
partition
purpose sentence
punch-line
quotation
reference to matters of special interest
reference to occasion
reference to significance of subject
sign-post
special concluding devices
statement of main point
statement of subpoint
subject sentence
summary
supporting materials
testimony
transitions
visualizing the future

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III. **You are to label the parts of the following speech, choosing labels from the items listed below. For each segment of the speech fill in the corresponding blank with the appropriate letter.**

List of Labels:

a. compliment to audience
b. contrast
c. explanation
d. flashback-preview
e. internal summary
f. partition
g. punchline
h. purpose sentence
i. quotation
j. reference to matters of special interest
k. reference to significance of the subject
l. sign-post
m. statement of main point
n. statement of subpoint
o. subject sentence.

LABEL (use letters only)	PART
____	Accidents just don't happen. In most cases there is a reason behind every one. When I spent my Christmas vacation skiing in the mountains, I discussed this problem with a member of the ski patrol, and he told me that most skiing accidents are caused either by just plain carelessness or ill-fitting equipment.
____	Therefore, this morning I have chosen to tell you how to buy a pair of ski boots.
____	You will find that they will be the most important part of your equipment since they are the only link between you and your skis.
____	First of all,

______	you must consider the fit.
______	The only way to know whether a ski boot fits is to put it on. If you can lift your heel between one-quarter to one-half inch off the innersole of the boot, then you have the correct size for you.
______	The second thing to consider
______	is the safety factor of the boot.
______	For maximum safety a ski boot should have padding and also an inner boot. Both of these will give you ankle support.
______	I am sure if you have a boot that will fit you, you will find all the hours that you spend on the slopes will be not only more comfortable and more enjoyable, but more important--they will be much safer.

Speech 319 Diagnostic Test

Name ____________________________
Section No. _____

PART II

I. Answer each of the following in the appropriate way.

1. List three devices with which you might "give your proposition a long-lasting effect."

____________________________,
____________________________,
____________________________.

2. Which of the following supporting materials is "one of the first essentials of clarity":

    a) repetition
    b) illustration
    c) definition
    d) comparison

3. What are the two kinds of words which are most likely to require definition and explanation?

____________________________,
____________________________.

4. Which of the following "has nothing to do with the subject"?

    a) establishing common ground
    b) orienting the audience
    c) reference to the occasion
    d) narration

5. If in doubt of being favorably accepted by the audience, you might choose to use which introductory device?

    a) humor
    b) common ground
    c) reference to the occasion
    d) reference to matters of special interest

6. Of which introductory device is an audience most likely to be skeptical?

    a) common ground
    b) compliment
    c) reference to the significance of the subject
    d) reference to matters of special interest

7. Knowledge of the composition of the audience might be especially employed by use of:

    a) humor
    b) reference to the significance of the subject
    c) narrative
    d) reference to matters of special interest

8. List three functions of supporting material.

    ______________________________,
    ______________________________,
    ______________________________.

II. Each of the following statements is a definition of one of the "elements of speech content." In the space provided, tell which element has been defined.

1. A preview which reveals the topics of the ensuing speech and their intended order of presentation.

    ____

2. Introductory material which in some way allows the listeners to have an idea of what to expect from the speaker or his speech.

    ____

3. A concluding device in which the speaker invites or dares the audience to perform some special act in consonance with the speaker's desired effect of the speech.

    ____

4. A transition device with which the speaker numbers or otherwise orders his main points or subpoints.

    ____

5. Introductory material which is calculated to impel the listeners to turn their thoughts toward the speaker and his message.

    ____

6. A unit of supporting material calculated to clarify some category of things by presenting, for examination and consideration, some element or instance which is qualified to be placed into that category of things.

    ____

7. A unit of supporting material calculated to clarify the meanings of specific words, terminology, expressions, statements, or concepts.

____

8. A unit of supporting material calculated to clarify something by telling of its elements, subparts, or attributes.

____

9. A transition device with which the speaker, between major points of the speech, alludes to what has been said already and to what will follow.

____

10. A transitional device with which the speaker collects and condenses preceding material before presenting the remainder.

____

III. Each of the following passages exemplifies one or more of the "elements of content." In the space provided, list the name(s) of the element(s) demonstrated. (There may be more than one answer for some items.)

1. From Los Angeles to London, from Spokane to Cuba, people were brought in touch yesterday with other people in New York, by telephone. In other words, New York was made by some method a neighbor not only of the rest of this country but of England.

______________________________,
______________________________,
______________________________.

2. The first step is to get the cellulose into liquid form in order to squirt it out in a fine jet as the silk worm does....

______________________________,
______________________________,
______________________________.

3. A house divided against itself cannot stand. This nation cannot endure half slave and half free.

______________________________,
______________________________,
______________________________.

4. Having told you some of the "do's" of door-to-door selling, let me now mention some important "don'ts."

____________________,
____________________,
____________________.

5. Being a former inmate of this prison myself, I know that one of the questions which is paramount in your mind is that of how you will be received when you return to your communities and to routine life. I may as well tell you what to expect....

____________________,
____________________,
____________________.

6. ...With these thoughts I sign and seal my testiment, this 19th day of April, 1959.

____________________,
____________________,
____________________.

7. ...And I shall end with the immortal words of our late President: "Ask not what your country can do for you; ask what you can do for your country."

____________________,
____________________,
____________________.

8. ...but there is a difference: an atheist is one who absolutely denies the existence of a supreme being, while an agnostic is simply one who withholds belief because he does not know and is unwilling to accept as proof the evidence of revelation and spiritual experience.

____________________,
____________________,
____________________.

9. Thus we have seen that there is no real reason why there should be conflict between science and religion; since both are concerned with truth, and each contributes to the search for truth in its own way.

____________________,
____________________,
____________________.

10. It is evident, therefore, that nuclear disarmament must be made manditory, and for those of you yet to be convinced, let me leave you with this thought: What will you miss most when the world is annihilated during the two or three days of World War III?

__________________________,
__________________________,
__________________________.

ELEMENTS OF SPEECH CONTENT

Introduction

- Attention Material
    - Common Ground
    - Reference to Occasion or Surrounding
    - Compliment to Audience
    - Reference to Matters of Special Interest
    - Humor
    - Reference to Significance of Subject
    - Narrative-Illustration
- Orienting Material
    - Subject Sentence (Statement & Explanation of Proposition)*
    - Purpose Sentence
    - Partition (explanation of Proposed Development of Subject)

Body

- Statement of Main Point (Main Head)
- Statement of Subpoint
- Supporting Materials
    - Example (Specific Instances)
    - Comparison
    - Contrast
    - Factual Information
    - Definition & Explanation
    - Description-Particulars
    - Testimony
    - Immediate Restatement (Repetition & Restatement)
    - Narration-Illustration

Conclusion

- Summary
- Special Concluding Devices
    - Challenge-Appeal
    - Quotation
    - Narrative-Illustration
    - Visualizing the Future
    - Punch-line (Rounding Out the Thought)

Transitions

- Sign-post
- Flashback-Preview
- Internal Summary

Delayed Restatement

*For those instances in which parenthesis enclose a name of an element, the name presented first is the one preferred (being either more brief or more popular), and enclosed is the corresponding name used by Brigance.

DEFINITIONS AND EXAMPLES

INTRODUCTION: The section which begins the speech and which is calculated to put the listeners in an appropriate frame of mind for receiving the main message(s) of the speech.

ATTENTION MATERIAL: --introductory material which is calculated to impel the listeners to turn their thoughts toward the speaker and his message.

COMMON GROUND: --an introductory attention-getting device (or unit of discourse) calculated to gain attention by establishing one or more ways in which the speaker and his listeners have something in common with one another.

("It is with considerable pleasure that I come before you to deliver the Commencement Address to this class of fine young men and women....) You know, I graduated from this school myself; and have learned from some of the same teachers who have taught you. In fact, my class also had its graduation ceremonies in this old auditorium...."*

("I always enjoy coming back to your city)--or perhaps I should say 'our' city--because I am always reminded of the pleasant experiences I had during the six years I lived here...."

COMPLIMENT TO AUDIENCE: --an introductory attention-getting device (or unit of discourse) calculated to gain the favor of the listeners by assuring them that the speaker likes them or something about them.

"...I have always admired the capacity that this organization has shown in its many and varied public service projects...."

"...It is obvious that those of you here today represent not that segment of our youth whose violence and disrespectful misbehavior is constantly making our headlines; but rather that segment, which is in fact a majority I think, of bright, ambitious, and genuinely concerned young people about which the public seems to be unaware."

---

*Henceforth, in the examples, material enclosed in parentheses does not belong to the category being exemplified.

REFERENCE TO OCCASION OR SURROUNDING: --an introductory attention-getting device (or unit of discourse) calculated to gain attention by associating the ensuing message with some aspect of the time (occasion) or place (surrounding) of the speech event.

"This being the first anniversary of the founding of our organization, I think it appropriate that I begin by..."

"I think it might be worthwhile to remember what took place in this very spot one century ago...."

REFERENCE TO MATTERS OF SPECIAL INTEREST: --an introductory attention-getting device (or unit of discourse) calculated to gain attention by alluding to something with which the audience is certain to be concerned.

"Something that happened in last week's football game reminded me of something worth talking about today. If you remember, we scored no points in the first half, and were behind 0-24 at halftime; but won in the second half by a score of 35-24. (Now the point is that....")

HUMOR: --an introductory attention-getting device (or unit of discourse) calculated to gain attention through the tasteful and tactful arousal of humor in the listener.

"My being here reminds me of a perhaps closely related incident: There was a man who had realized his life ambition. He was invited back to the grammar school which he had attended as a boy to give a talk. He started out in the accepted oratorical manner, 'When I see your smiling faces before me, it takes me back to my childhood. Why is it, my dear boys and girls, that you are all so happy?' To his dismay a grimy hand in the front row began to wave frantically. There was nothing to do but call on the lad. 'Well, son,' he said, 'tell us the answer if you think you know it.' 'The reason we're so happy,' grinned the boy, 'is if you talk long enough we won't have a geography lesson this morning.' (I think you can see how this relates to my talk this morning....)"

("I always feel honored when addressing farmers) --so frequently a farmer is truly outstanding in his field...."

REFERENCE TO SIGNIFICANCE OF SUBJECT: --an introductory attention-getting device (or unit of discourse) calculated to gain attention by assuring the listeners that the message is, by reason of its importance, worthy of their attention.

> *"Now, I know that 'Crickets' doesn't sound like a very worthy topic for a speech; but do you realize that crickets have been responsible for saving the lives of thousands of people while costing the lives of thousands of others, or that you can tell the temperature by counting the chirps of the cricket, or that the study of crickets provided one of the most valuable links in the theory of evolution?...."*

> *"The reason I want to tell you about trading stamps is that trading stamps literally rob Americans of millions of dollars each day...."*

NARRATIVE-ILLUSTRATION: --an introductory attention-getting device (or unit of discourse) which makes use of a story or anecdote with some degree of temporal organization.

> *"I want to begin tonight by telling you about a friend of mine. I first met him about two years ago in high school. I had known him about three months when he met up with a major tragedy. He was in an automobile accident in which he lost a leg and his right arm. At first this affected him like you would expect it to: he felt as if his life were ruined; he totally withdrew from society. Within a few months, however, he began to change completely--taking on every new challenge he thought at all possible. First, he taught himself to drive a car, and next he learned to play billiards, and after that he taught himself to play the trumpet--left-handed. On top of this, he has maintained a part-time job so that he can earn enough to start college next fall. (Now the point of the story is....")*

ORIENTING MATERIAL: --introductory material which in some way allows the listeners to have an idea of what to expect from the speaker or his speech.

SUBJECT SENTENCE: --a sentence, or sentences, calculated to reveal the theme of the ensuing speech.

"I want to talk to you about the pros and cons of water flouridation...."

"...But I think that there is a solution to this problem, and that's what I am going to discuss with you...."

PURPOSE SENTENCE: --a sentence, or sentences, calculated to reveal the specific effect or effects which the speaker hopes his speech will have upon his listeners.

"I hope that after I've spoken to you, that you will never again forget to buckle your seat belt."

"What is about to be said should open your eyes to the fact that such problems exist all around us."

PARTITION: --a preview which reveals the topics of the ensuing speech and their intended order of presentation.

"...And to do this, I'm going to tell you first about the early history of the organization, second of its rapid development, third about its present stature, and finally about its prospects for the future."

"First will be an explanation of exactly what is meant by 'handwriting analysis,' then a discussion of its weaknesses, and finally a discussion of its many legitimate uses and advantages."

BODY: The section of the speech calculated to present the main message(s).

STATEMENT OF MAIN POINT: --The actual announcement of one of the main topics or issues calculated to prove, intensify, or clarify the over-all measage of the speech. (The statement of a main point is frequently combined, in a single sentence, with a sign-post transition. See "sign-post" below.)

"(The third point in my platform) concerns the unemployment rate in this community."

"(The next important reason that capital punishment should be abolished) is that it is not an effective deterrent to crime."

STATEMENT OF SUB-POINT: --the actual announcement of one of the lesser topics or issues calculated to prove, intensify, or clarify one of the main points.

"(In connection with this main point, let me emphasize a subordinate issue:) Not only do record clubs send you and charge you for materials which you haven't ordered; but they do this at very frequent intervals--like once a month!"

SUPPORTING MATERIALS: --devices (or units of discourse) calculated to prove, clarify, or add credibility to a main point or a sub-point.

EXAMPLE: --a unit of supporting material calculated to clarify some category of things by presenting, for examination and consideration, some element or instance which is qualified to be placed into that category of things.

"(There are a few people, however, who have dramatically overcome their handicaps.) Ludwig Van Beethoven, for instance, was totally deaf in the prime of life, yet still gave the world his immortal symphonies; and Louis Braille, though sightless from the age of three devised a system of raised letters that opened the eyes of the blind;...."

COMPARISON: --a unit of supporting material calculated to relate two or more entities through the presentation of similarities.

"(As you may know, these two assassinations had many elements in common with one another;)...both vice-presidents were named Johnson, the wives of the victims were present on both occasions, both times the assassin was killed before being brought to trial...."

CONTRAST: --a unit of supporting material calculated to illustrate the differences between two or more entities.

"To buy a pound of butter in New York, it takes 27 minutes of work; in Moscow over 6 hours of work. For a pound of sugar, 3½ minutes in New York, 8 minutes in Moscow; for a quart of milk, 7 minutes in New York, 42 minutes in Moscow;...and for a woman's wool suit, 22 hours in New York, 22 days in Moscow."

FACTUAL INFORMATION: --a unit of supporting material free from bias, the truth of which may be established.

"Actually, however, it is Gene Tunney who holds the record for receiving the largest amount of money for one prize fight. He received nearly one million dollars for his battle with Jack Dempsy in Chicago in 1927. The Dempsy-Tunney fight brought in $2,658,560."

"The roar of a Russian bear is the loudest noise made by any animal, according to sound technicians who have compared the volume of this sound with other animal roars...."

DEFINITION & EXPLANATION: --a unit of supporting material calculated to clarify the meanings of specific words, terminology, expresssins, statements, or concepts.

"Phrenology is, loosely, the art or science of character analysis based upon the shape and protuberances of the human skull; it is more commonly known as 'reading the bumps on the head.'"

"When I refer to man as a 'rational' being, I do not mean that he is distinguished from other animals because of his ability to reason--at least they learn, and learning often calls for reasoning. Nor do I mean to set man off from animals because he can generalize and discover principles, for the dog will sho much 'generalizing' behavior, based on analogy, when he stops chasing skunks......No, man is not rational, in relation to other animals, if we mean only that he learns, reasons, and generalizes."

DESCRIPTION-PARTICULARS: --a unit of supporting material calculated to clarify something by telling of its elements, subparts, or attributes.

"(If, Sir, I wished to make such a foreigner clearly understand what I consider as the great defects of our system, I would conduct him through that) immense city which lies to the north of Great Russell Street and Oxford Street, a city superior in size and in population to the capitals of many mighty kingdoms; and probably superior in opulence, intelligence, and general respectability to any city in the world. I would conduct him through that interminable succession of streets and squares, all consisting of well-built and well-furnished houses...."

"(The ear consists of several distinct parts.) Going from the outside inward, we must first consider the 'outer ear,' a section consisting of the pinna,...and the external auditory canal.... The middle ear houses the eardrum,...three tiny bones called ossicles,...plus three important openings--the oval window, the round window, and the eustachian tube,.... The inner ear is the location of perhaps the most important organs of hearing, the cochlea and the auditory nerve...."

TESTIMONY: --a unit of supporting material which employes the previous statements, either quoted verbatim or paraphrased, of another person.

"According to Secretary McNamara, we can be fairly certain of winning the race to the moon."

"One of basketball's all-time greats, Bob Cousy, agrees. He says, 'If a young player is really concerned with becoming a good athlete, he's obligated to learn to be ambidexterous; he's got to use one hand as well as the other--when dribbling or shooting.'"

IMMEDIATE RESTATEMENT: --a unit of supporting material which repeats, verbatim or paraphrased, the material immediately preceding it.

"(...Yes, you'll be doing the right thing if you vote for Sammy Wright.) Remember, do it right--vote for Wright."

"(I've said that if we stay in Viet Nam we can expect to achieve our goals; but now let me put it another way:) If we withdraw, we are almost certainly destined for disaster."

NARRATION-ILLUSTRATION: --a unit of supporting material in the form of a story or anecdote.

"One of the strangest of these cases of mental telepathy on record is that experienced by Emmanuel Swedenborg, a student of mysticism. Swedenborg, while visiting in a town three hundred miles from his home, became agitated and told everybody that his home was in danger of fire. He described the fire that was burning three hundred miles away and told them when it was put out. Two days later the fire was reported and the details were exactly as described by Swedenborg...."

CONCLUSION: The section calculated to end a speech in an appropriate manner, and to maximize the impact and effect of the preceding speech material.

SUMMARY: --a concluding device (or unit of discourse) in which certain of the main ideas of the preceding speech are accumulated and presented again in a more brief and compact form.

"Allow me to end this extensive discourse by reviewing the points which we have covered: We have established that to subscribe to trading stamps is always an expense to the merchant, that the merchant must counterbalance this extra expense, and that he most often does so either by raising his prices or by having fewer sales and low-price specials...."

SPECIAL CONCLUDING DEVICES: --a concluding device (or unit of discourse) which is not identifiable as a summary.

CHALLENGE-APPEAL: --a concluding device (or unit of discourse in which the speaker invites or dares the audience to perform some special act in consonance with the speaker's desired effect of the speech.

"There is only one way to rid yourselves of this unfavorable reputation which you seem to have acquired. You are going to have to go forth with a refreshed vigor and make a new name for yourselves. It won't be easy, but you have no choice...."

"Therefore, now, at fulltide of this dramatic entry, let us rededicate ourselves to the great business of making democracy work; let us resolve to meet this mighty challenge by faithful citizenship and faithful stewardship--by being alert to change what is bad, by being determined to hold fast to what is good--so that the kind of government of which Lincoln spoke shall not perish from the Earth."

QUOTATION: --a concluding device (or unit of discourse) calculated to intensify the foregoing message by presenting a statement, verbatim, from some other source.

"I should like to end my treatment of this topic with the words of Charles Bradlaugh: 'Without free speech no search for truth is possible. Without free speech no discovery of truth is useful. Without free speech progress is checked and the nations no longer march forward toward the nobler life which the future holds for men. Better a thousandfold abuse of free speech than denial of free speech. The abuse dies in a day, but the denial slays the life of the people and entombs the hope of the race."

"A great philosopher once said, 'Anybody can become angry; that is easy. But to be angry with the right person, and to the right degree, and at the right time, and for the right purpose, and in the right way--that is within the power of few people and is not easy.' (An understanding of the implications of this statement reveals the idea I've been trying to get across....)"

NARRATIVE-ILLUSTRATION: --a concluding device (or unit of discourse) in the form of a story or anecdote.

"I'm afraid that many of us who originally pledged to help our candidate wage his campaign are like one of the characters in a story I once heard: A Georgia cracker, sitting ragged and barefoot on the steps of his tumble-down shack, was accosted by a stranger who stopped for a drink of water. Wishing to be agreeable, the stranger said, 'How is your cotton coming on?'

'Ain't got none,' replied the cracker, 'Didn't plant none--fraid of boll weevils.'

'Well,' said the stranger, 'how is your corn?'

'Didn't plant none. Fraid there wouldn't be no rain.'

'Well, how are your potatoes?'

'Ain't got none. Scairt of potato bugs.'

'Well, then, what did you plant?' asked the visitor.

'Nothin,' answered the cracker. 'I jes played it safe.'

Many of us remind me of this Georgia cracker. We just want to play it safe. (Well, we may be playing it safe, but we're not accomplishing anything....)')"

VISUALIZING THE FUTURE: --a concluding device (or unit of discourse) calculated to intensify the message by presenting an hypothetical or imagined picture of a situation in the time yet to come.

"(That is the stage of development in our program today--in its infancy.) And it indicates a much broader potential impact, of course, than even the discovery of electricity did. We are just probing the surface of the greatest advancements in man's knowledge of his surroundings than has ever been made, I feel...

'Knowledge begets knowledge. The more I see, the more impressed I am--not with what we know--but with how tremendous the areas are that are as yet unexplored.

"Exploration, knowledge, and achievement are goo only insofar as we apply them to our future actions. Progress never stops. We are now on the verge of a new era...."

PUNCH-LINE: --a concluding device (or unit of discourse) calculated to add the "final touch" to, or "drive home" the point of, the speech.

"But from a public relations point of view, we have a wonderfully satisfying situation: We have an alert and aggressive management that wants to do a job, not only for the company, but also for our employees and the community we live and work in."

"His stories would protray the soldiers of today in the same understanding, human, and honest way which marked all of his copy from Sicily, to Normandy, and finally to Okinawa and Iwo Jima, where he died, just as bravely, just as greatly, as the Americans he had written about so long--and so well."

TRANSITION: --a linking device (or unit of discourse) with which the speaker passes from one point in the speech to the next.

SIGN-POST: --a transition device (or unit of discourse) with which the speaker numbers or otherwise orders his main points or sub-points.

"First of all,...."

"Now, the next point I want to discuss is ...."

"In the third place...."

"My last reason is this:...."

FLASHBACK-PREVIEW: --a transition device (or unit of discourse) with which the speaker, between major points of the speech, alludes to what has been said already and to what will follow.

"Thus far we've considered all of the advantages of legalized gambling, now it's time to consider the disadvantages...."

"Now that you've heard about the many strange customs and superstitions in Asia, Europe, and Latin America; I want to tell you about some that are just as strange right here in the United States."

INTERNAL SUMMARY: --a transition device (or unit of discourse) with which the speaker collects and condenses preceding material before presenting the remainder.

"So we can see that the two decades between 1940-1960 saw great advances in science, economy, politics, sports, education, and industry...."

DELAYED RESTATEMENT: --a structural device (or unit of discourse) which repeats, verbatim or paraphrased, a main point or sub-point presented earlier in the speech. (The difference between immediate restatement--which is a type of supporting material--and delayed restatement--which is a structural device (or unit of discourse)--is that in the case of delayed restatement some supporting materials intervene between the initial statement of the point and its delayed restatement; whereas an immediate restatement follows directly after the initial statement of the point.)

"I think I can show you, for instance, that much of what you believe to be true about rattlesnakes is not really true at all. ...(supporting materials)...So you see, most so-called facts about rattlesnakes are really only myths...."

TEACHER'S SYLLABUS

Speech 319 --- Fall, 1966

(Class routine and assignments for first six weeks)

EXPERIMENTAL GROUP	CONTROL GROUP
Monday --- Sept. 19	Monday --- Sept. 19
--- Introductory Lecture: Purpose and Structure of the Course	--- same
--- Goyer Test	--- same
*** Assignment: read chapters 11, 12, 13, 14 in preparation for Speech #1 (due Friday)	*** Assignment: same
Wednesday --- Sept. 21	Wednesday --- Sept. 21
--- Motley Test	--- same
*** Assignment: Prepare for Speech #1 (2 1/2 min. to begin Monday)	*** Assignment: same
Friday --- Sept. 23	Friday --- Sept. 23
--- Discuss chapters assigned (11, 12, 13, 14)	--- same
--- Discuss standards of criticism for Speech #1	--- same
Monday --- Sept. 26	Monday --- Sept. 26
--- Speech #1 begins	--- same
Wednesday --- Sept. 28	Wednesday --- Sept. 28
--- Speech #1	--- same
*** Assignment: Prepare for Speech #2 (3-4 min. to begin Wednesday)	*** Assignment: Prepare for Speech #2 (4-6 min. to begin Wednesday)
Friday --- Sept. 30	Friday --- Sept. 30
--- Speech #1	--- same
--- Distribute handout, "Elements of Speech Content"	--- same
*** Assignment: Rhetorical Jigsaw Puzzle "A" (due Monday)	XXX

Monday --- Oct. 3	Monday --- Oct. 3
--- Discuss Rhetorical Jigsaw Puzzle "A"	--- Lecture: The Recipe for a Speech
--- Lecture: The Recipe for a Speech	X
*** Assignment: Rhetorical Jigsaw Puzzle "B" (due Wednesday)	X
Wednesday --- Oct. 5	Wednesday --- Oct. 5
--- Speech #2 begins	--- Speech #2 begins, with more extensive critique
--- Discuss Rhetorical Jigsaw Puzzle "B"	X
*** Assignment: Rhetorical Jigsaw Puzzle "C" (due Friday)	*** Assignment: Speech Analysis (due Monday)
Friday --- Oct. 7	Friday -- Oct. 7
--- Speech #2	--- same (with extensive critique)
--- Discuss Rhetorical Jigsaw Puzzle "C"	X
*** Assignment: Rhetorical Jigsaw Puzzle "D" (longer puzzle: due Monday)	X
Monday --- Oct. 10	Monday --- Oct. 10
--- Speech #2	--- same (with critique)
--- Discuss Rhetorical Jigsaw Puzzle "D" (use whole period)	--- (Speech Analysis due)
*** Assignment: Rhetorical Jigsaw Puzzle "E" (due Wednesday)	X
Wednesday --- Oct. 12	Wednesday --- Oct. 12
--- Speech #2	--- same (with critique)
--- Discuss Rhetorical Jigsaw Puzzle "E"	X
Friday --- Oct. 14	Friday --- Oct. 14
--- Speech #2	--- same (with critique)
--- Do small Rhetorical Creative Reconstruction Problem in Class	X
*** Assignment: Rhetorical Creative Reconstruction Problem #1 (due Monday)	X

Monday --- Oct. 17	Monday --- Oct. 17
--- Speech #2	--- same (with critique)
--- (or instructor's day)	
*** Assignment: Speech #3 (2 1/2 min. to begin Monday, Oct. 24)	*** Assignment: same
Wednesday --- Oct. 19	Wednesday --- Oct. 19
--- Discuss Rhetorical Creative Reconstruction Problem #1	--- (overlap of Speech #2 ?)
	--- Discuss Speech Analysis
Friday --- Oct. 21	Friday --- Oct. 21
--- Motley Test	--- same
Monday --- Oct. 24	Monday --- Oct. 24
--- Speech #3 begins	--- same
--- Goyer Test	--- same
Wednesday --- Oct. 26	Wednesday --- Oct. 26
--- Speech #3	--- same
Friday --- Oct. 28	Friday --- Oct. 28
--- Speech #3	--- same

INSTRUCTIONS FOR SPEECH ANALYSIS

The text of the following speech has been reprinted as delivered. As might be expected of a good speech, its composition is a smooth-flowing series of individual, distinct parts. Each of these parts may be identified as one of the elements of speech content to which you have been exposed (by class lecture, the Brigance test, and the mimeographed handout entitled "Elements of Speech Content").

You are to do two things with the speech: 1) Separate (pencil lines recommended) the speech into its individual parts such that each part exemplifies one of the elements of speech content. Your divisions should be thorough; each part should contain only one of the "elements." 2) Label (in the margin) each part with the name of the element of speech content which it exemplifies.

Rhetorical Jigsaw Puzzle
Puzzle No. 1

DIRECTIONS: Each "paragraph" below is a separate unit of a speech. When put together in the right order, the units make up a complete speech. First, cut up the entire two pages into units. Next, label each unit according to the type of rhetorical device it represents (statement of point, subject sentence, signpost transition, summary statement, example, etc.). Finally, paste or staple the parts back together as you think the original manuscript must have appeared.

UNIT	LABEL
Finally, think of the ordinary door-to door salesman.	
Have you ever noticed how easy it is to do something else when the TV announcer is droning out his commercial? But what happens when he stills that golden tongue? You know that the set is on, but you don't hear the announcer's voice extolling the virtues of "lavish Camay Soap." So what do you do? You look at the TV screen, of course, to see what is going on.	
Are you aware of the methods radio announcers use to call attention to their sponsor or product? Well, one way is by a brief interval of silence before and after the name of the product or sponsor.	
The next time someone says to you, "Silence is golden," just smile and think to yourself, "Brother, you don't know how right you are."	
Secondly, let us consider television.	
Such a salesman is one who has learned that silence is golden.	
So you see, people in the field of selling are indeed aware that silence is golden, for they know it can mean dollars and cents in radio, in TV, and even in door-to-door selling.	

UNIT	LABEL
As you see, the announcer puts a parenthesis of silence around the name of the product in order to catch your attention.	
Silence is golden. That's an old cliché which you've heard many times, especially when your parents wanted to impress upon you another cliche -- namely, that children should be seen and not heard.	
First of all, take radio selling.	
Thus you can see that the TV salesman has also discovered that silence can be golden.	
The announcer doesn't say: Women-all-over-the-world-are-learning-that-delicious-Wrigley-Spearmint-gum-is-a-grand-wholesome-family-treat. Instead, he says: Women -- all over the world -- are learning that delicious -- Wrigley's Spearmint gum -- is a grand -- wholesome -- family treat.	
I contend, however, that silence really IS golden.	
If he's really good, he knows better than to just reel off his "pitch" -- he knows how to listen to you.	
And I would like to present three instances in the field of selling to prove my contention.	
If you doubt the effectiveness of silence in TV, you just try not looking at the picture and notice how irresistibly your eyes will be pulled to the screen by a few moments of silence.	
He is willing, if necessary, to listen to all of your troubles. If you want to raise a question, he will be quiet while you do. He will ask you a question, then be silent while you answer.	

"Silence is Golden"
Solution to Rhetorical Jigsaw
Puzzle No. 1

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Secondly, let us consider television.

If you doubt the effectiveness of silence in TV, you just try not looking at the picture and notice how irresistibly your eyes will be pulled to the screen by a few moments of silence.

2 Have you ever noticed how easy it is to do something else when the TV announcer is droning out his commercial? But what happens when he stills that golden tongue? You know the set is on, but you don't hear the announcer's voice extolling the virtues of "lavish Camay Soap." So what do you do? You look at the TV screen, of course, to see what is going on.

Thus, you can see that the TV salesman has also discovered that silence can be golden.

Finally, think of the ordinary door-to-door salesman.

If he's really good, he knows better than to just reel off his "pitch" — he knows how to listen to you.

3 He is willing, if necessary, to listen to all of your troubles. If you want to raise a question he will be quiet while you do. He will ask you a question then be silent while you answer.

Such a salesman is one who has learned that silence can be golden.

So you see, people in the field of selling are indeed aware that silence is golden, for they know that it can mean dollars and cents in radio, in TV, and even in door-to-door selling.

The next time someone says to you, "Silence is golden," just smile and think to yourself, "Brother, you don't know how right you are."

The numbered arrows ask you to consider the possibility of switching the order of elements within each of the three main points of the speech. What would be the result of switching the order in the first point? How about the second? The third?

RHETORICAL JIGSAW PUZZLE NO. 5

UNIT	LABEL
we can subdue our conscience but never escape from it,	
On the other hand, who ever heard of a "kind," "generous," or "forgiving" conscience?	
To me, the amazing thing about the story is not that he was able to embezzle so much money successfully, without even his wife's knowledge, but that he was caught by his own word.	
is that the punishments handed out by conscience are often much too severe for the crime committed.	
As with the crank next door, the best we can do is to understand its nasty disposition and try to give it a few things to complain about.	
In the first place,	
I am not concerned, therefore, either with proving that you have a conscience or with explaining what I think a conscience is. What I want to do this evening is to point out three things which I think are important to keep in mind if we are to understand and get along with our consciences.	

Not only did he admit his guilt without being accused, but he continued to volunteer a great deal of information about what he had done--information which might not have been found out even by close cross-questioning.

The only thing that conscience does is to punish us.

For instance, think of the normally moderate drinker who goes to an especially good party one evening and has three or four too many drinks. He soon begins to feel pretty good and does and says things that he ordinarily would not, much to everyone's delight. But he finally goes home and goes to sleep, and by morning his drugged conscience will have regained full strength. You can rest assured that not one who was at the party will feel as ashamed of his behavior as he himself will, and it will probably be some time before he will be able to square himself with his precious conscience.

Its nature is clearly shown by the words used to describe it:

I think it is plain that although his conscience had been by-passed for fifteen years it finally caught up with him.

as evidenced by the story about Mr._____ which we all read in the papers two weeks ago. Here was a man who in a period of fifteen years embezzled something over $200,000 from the bank for which he worked.

Thus we can see that although the conscience is often called "a little voice inside us," it acts more like "the crank next door." It never has a good word for us, is always looking for trouble, and when it finds it, often makes the punishment outweigh the crime.

All of us have a conscience and each of us has a pretty good idea of what a conscience is.

Secondly,

"strict," "stern," "harsh," "pricking," "scolding," "nagging." Even "guilty" when used in this connection refers not to the conscience itself, but to the way that it makes us feel.

The last important thing to remember

"The Old Crank Next Door"

by Howard E. Schmitz

SOLUTION TO RHETORICAL JIGSAW PUZZLE NO. 5

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In the first place, the only thing that conscience does is to punish us. Its nature is clearly shown by the words used to describe it: "strict," "stern," "harsh," "pricking," "scolding," "nagging." Even "guilty" when used in this connection refers not to the conscience itself, but to the way that it makes us feel. On the other hand, who ever heard of a "kind," "generous," or "forgiving" conscience?

Secondly, we can subdue our conscience but never escape from it,as evidenced by the story about Mr. _____ which we all read in the papers two weeks ago. Here was a man who in a period of fifteen years embezzled something over $200,000 from the bank for which he worked. To me, the amazing thing about the story is not that he was able to embezzle so much money successfully, without even his wife's knowledge, but that he was caught by his own word. Not only did he admit his guilt without being accused, but he continued to volunteer a great deal of information about what he had done--information which might not have been found out even by close cross-questioning. I think it is plain that although his conscience had been by-passed for fifteen years it finally caught up with him.

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RHETORICAL JIGSAW PUZZLE NO. 7

UNIT	LABEL
This is quite different from the thrilling evening of now where even the orchestra must prepare all 5 songs for each award so as to keep the secret from leaking out.	
there have been rumors of the oscars being pawned off. To keep the dignity of this award, the academy ruled that no oscar could be sold without first offering to sell it back to the academy for $10.	
It used to be announced in the paper several months ahead of the award banquet.	
Whatever the source of inspiration, a group of 36 leaders from the various areas of film production met on May 4, 1927, to organize a non-profit corporation dedicated to the ideal of improving the artistic quality of the film medium. When these men met, they outlined their purposes which included recognition of outstanding achievements within the industry. Several award formats were proposed--certificates, scrolls, medals, plaques. They decided they wanted to give a symbol of continuing progress--militant, dynamic. Art director Cedric Gibbons began sketching on the tablecloth. In a few minutes the sketch was displayed and greeted with enthusiastic approval. It was not until 4 years later that the executive director exclaimed, "Why he looks like my Uncle Oscar." The remark was repeated in the press and Oscar, at the age of 4, was no longer nameless.	

Puzzle No. 7
Page 2

If there is an individual whose special contributions do not fall within the definitions of existing branches, they may be issued at-large memberships. Two other types of members are associate, for persons working in the industry, but not engaged in production of motion pictures, and honorary. The fifth and last type of membership is life membership. Bob Hope was granted this in 1944--also past presidents automatically get it.

After reading about the background of the Academy and the different types of members I found several other small points of interest that I would like to share with you.

After giving a brief background to the Academy I would like to tell you how one gets membership into this exclusive organization of 2800 people.

The birth of the Academy coincided with the birth of motion picture sound which was in the 20's. It is difficult to place the actual authorship of the idea of an Academy.

It is this famous award that I would like to discuss with you today.

Now let's review those 5 types of memberships--regular members of a specific branch, at-large members who can't contribute to any certain branch, associate members, honorary, and life membership.

Its cleanly stylized form is that of a male figure, muscular arms pressed in close, hands firmly clasping the hilt of an upright sword, heels planted together astride a roll of motion picture film. Its height, base included, is thirteen and a half inches; its weight is four ounces less than seven pounds. Its bronze interior, 92% tin and 8% copper, is coated with a finish of gleaming 14 karat gold. It is one of nearly one thousand identical statuettes cast since 1928 by the Dodge Trophy Company, at a current production cost of roughly $250 each.

A candidate must presumably have achieved distinction in his craft or field and must have obtained the sponsorship of at least 2 members of the branch he wishes to join. Provided the branch and its executive committee favorably endorse the application, it is then submitted to the Board of Governors for final approval. Only the Board may issue an invitation to join.

So now when you spend nights neglecting other work and staying up late to watch the academy awards on TV you will know more about this coveted award that we all get so excited about and yet know very little about.

The subject that I want to talk to you about today is something that has attracted the attention of each of us during the past week. Maybe you have seen it on TV or read about it in the newspaper.

No one person can be nominated for more than one of the top five achievements. If he is nominated for 2, he is given the nomination only for the one that ranks highest.

After the nominations are announced, I found it interesting to note that special screenings are held for the Academy members, but that a member does not have to have seen all 5 movies on the ballot to cast a vote.

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We have taken a glance at the history of the academy award--seen who its members are and how they are chosen and noted several interesting facts about it in general.

Each branch nominates its own nominees, but the whole Academy enters into the nomination of the Best Picture.

First,

This is Oscar--the award of the Academy of Motion Picture Arts and Sciences--and his modest if expensive frame carries with it an international recognition and affection unequaled by that for any other prize granted by any other organization however worthy. This prestige exists because the motion picture has become the folk art form of the 20th Century. And, for good or ill, the leading figures of this art have become the new royalty.

First, I would like to give you a little of the background of Oscar and tell you how the Academy was born.

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First, I must explain that there are 13 different branches, each of which represents a specific area of film making. The largest of these is the Actors Branch, and the other 12 are: Administrators, Art Directors, Cinematographers, Directors, Executives, Film Editors, Music, Producers, Public Relations, Short Subjects, Sound, Writers.

"This is Oscar"

by Anne McCullough
University of Texas
1966

SOLUTION TO RHETORICAL JIGSAW PUZZLE NO. 7

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RHETORICAL JIGSAW PUZZLE NO. 10

UNIT	LABEL
From either point of view, the Tiparillo fits into this category.	
In addition to the popular brands, there are also better domestic cigars made of such tobaccos as Connecticut shade-grown, Pennsylvania broadleaf, Pennsylvania shade-grown, and Florida broadleaf.	
For the most part these popular brands are manufactured from Puerto Rican tobacco,	
a less satisfactory binder might be described as homogenized tobacco.	
Cuba is most famous for its quality cigars.	
From the standpoint of value, the firmer the cigar, the more tobacco you get for your money.	
The same plant produces different tobacco when grown in different environments, so the quality of the cigar will depend in part on the region that produced the tobacco of which it is made.	
From the standpoint of taste, the tightness of the roll alters the rate of combustion as well as the disposition of unwanted by-products such as tar, nicotine, and moisture.	

Another factor which allows us to differentiate between cigars

The binder leaf is a layer of material which is wrapped around the filler core.

We have now disected the cigar into filler, binder, and wrapper, and discussed the prerequisites in each part to make the item one of quality. Now let us turn to the quality of cigars produced in different regions.

And if you're a gentleman, go ahead and offer your date a good cigar, but don't make it a Tiparillo.

is the tightness or firmness with which the filler is rolled.

The lighter shades are grown in the sun and are, therefore, bleached so that they add little to the taste of the cigar. The dark wrappers, however, are cultivated under screens and allowed to mature. Their browner leaves give a cigar a more full-bodied flavor.

Thus we have three characteristics of the superior filler--the long fill, the tight roll, and the excellence of the Sumatran and Brazilian types.

If all else is constant, the long filler cigar, which burns slower and more evenly, is a better smoke than the short fill specimen of the same type of tobacco.

like Robert Burns, White Owl, Roi-Tan, and Phillies.

Outstandingly slow and sweet burning are the hardpack Sumatra filler and the dark Brazilian filler.

For example, good Havana-type cigars made in Florida include Garcia y Vega, Cuesta Rey, Perfecto Garcia, and La Corona.

With a basic knowledge of the filler and the binder, we now turn to the cigar's wrapper.

A knowledge of the range of wrappers is important in a purchase. The lightest colored wrapper is known as double or extra claro, followed by claro, natural claro, colorado claro, maduro, and the darkest, escuro.

Finally, we need to distinguish among varieties of tobacco; for different varieties of tobacco burn differently.

The wrapper leaf is classified as to lightness or darkness.

the filler which is the bulk of the cigar.

Cigar smokers regard brown paper as the least satisfactory binder material.

Special varieties of tobacco are bred for their pliability, and used exclusively for binders. Connecticut produces a great deal of this special binder leaf.

This core or central part may be either long fill or short fill.

The best binder material is leaf tobacco.

First let us consider

Indeed, it is a striking demonstration of the finer things in cigars to disdainfully pull off the outer wrapper of a cheap cigar and expose the brown paper within to a friend.

The hand-rolled cigar, while more expensive and somewhat rare, is much superior to the machine product in terms of tightness and evenness of the filler.

Anatomically, the cigar is composed of three sections--the filler or core, the binder that holds it together, and the outer leaf or wrapper.

a cigar should be considered part by part.

The wrapper is like the binder except that is is only a final touch; that is, it is added for appearance rather than strength.

These wrapper classifications can make a big difference in the taste of a cigar.

Beware, however, if you hear that someone is getting Cuban cigars today. These are probably from Cuban seed presently being grown in the Canary Islands by H. Upmann, one of the most famous firms in the days of the true Havanas. These cigars are being smuggled into the country or sold on trans-atlantic flights at outrageous prices, but they don't compare to the Cuban cigar of yesterday.

To begin with

Thus, you have some background information to enable you to pick a quality product at a smokeshop. Remember to consider the filler, the binder, and the wrapper. Also, find out where the cigar was manufactured.

which, while not very expensive, is not very good.

This binder may be either actual tobacco leaf, homogenized tobacco, or paper.

The firmness of the cigar is important for reasons of both taste and value.

Next, we proceed to the binder leaf.

Historically, British smokers have preferred the darker hues, while Americans have selected the lighter colors. As a result, cigars with the matured wrapper are known as English Market Selection, or E. M. S., and the lighter cigars as A. M. S.--American Market Selection.

These fillers are used in Dutch, German, Brazilian, and Swiss cigars. Cigars which use this type of tobacco for filler are a superior buy to the American counterpart of the same size.

Throughout history tnere have been questions to plague the minds of men. Hamlet asked, "To be or not to be," while Nietzech was concerned with the question, "Is God dead?" Today we find another question paramount, "Should a gentleman offer a lady a Tiparillo?" Before this can be answered we should ask, "Should a gentleman smoke one himself?"

This finishing touch to the cigar may be the same kind of leaf as the filler, cured differently, or it may be of another type entirely. The largest selection in wrappers is offered in the Havana type cigar, now manufactured in Florida for the most part.

Long fill refers to the type where each leaf of tobacco runs unbroken from the tuck, or lighting end, to the head. This is rolled like a sheet of paper, and can be identified by the finger-print like appearance of the edges of the leaves at the tuck. The short filler type of core is small bits and pieces of the leaf proper, plus, sometimes, chopped up stems and veins of the leaf.

Because cigars come in a bewildering variety of shapes, sizes, kinds, qualities, and prices, my purpose today is to acquaint the new-comer with the essentials of cigar-smoking.

The "homogenizing" technique involves reducing leaves and stems to a pulp, then running this plus added ingredients through a machine like that used to make paper.

The most common cigars in the United States are the American brands, "How to Buy a Cigar"

by Walter Hall
University of Texas
1966

SOLUTION TO RHETORICAL JIGSAW PUZZLE NO. 10

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Another factor which allows us to differentiate between cigars is the tightness or firmness with which the filler is rolled. The firmness of the cigar is important for reasons of both taste and value. From the standpoint of taste, the tightness of the roll alters the rate of combustion as well as the disposition of unwanted by-products such as tar, nicotine, and moisture. From the standpoint of value, the firmer the cigar, the more tobacco you get for your money. The hand-rolled cigar, while more expensive and somewhat rare, is much superior to the machine product in terms of tightness and evenness of the filler.

Finally, we need to distinguish among varieties of tobacco; for different varieties of tobacco burn differently. Outstandingly slow and sweet burning are the hardpack Sumatra filler and the dark Brazilian filler. These fillers are used in Dutch, German, Brazilian, and Swiss cigars. Cigars which use this type of tobacco for filler are a superior buy to the American counterpart of the same size. Thus, we have three characteristics of the superior filler--the long fill, the tight roll, and the excellence of the Sumatran and Brazilian types.

Next, we proceed to the binder leaf. The binder leaf is a layer of material which is wrapped around the filler core. This binder may be either actual tobacco leaf, homogenized tobacco, or paper. The best binder material is leaf tobacco. Special varieties of tobacco are bred for their pliability, and used exclusively for binders. Connecticut produces a great deal of this special binder leaf. A less satisfactory binder might be described as homogenized tobacco. The "homogenizing" technique involves reducing leaves and stems to a pulp, then running this plus added ingredients through a machine like that used to make paper, Cigar smokers regard brown paper as the least satisfactory binder material. Indeed, it is a striking demonstration of the finer things in cigars to disdainfully pull off the outer wrapper of a cheap cigar and expose the brown paper within to a friend.

With a basic knowledge of the filler and the binder, we now turn to the cigar's wrapper. The wrapper is like the binder except that it is only a final touch; that is, it is added for appearance rather than strength. This finishing touch to the cigar may be the same kind of leaf as the filler, cured differently, or it may be of another type entirely. The largest selection in wrappers is offered in the Havana type cigar, now manufactured in Florida for the most part. For example, good Havana-type cigars made in Florida include Garcia y Vega, Cuesta Rey, Perfecto Garcia, and La Corona.

The wrapper leaf is classified as to lightness or darkness. A knowledge of the range of wrappers is important in a purchase. The lightest colored wrapper is known as double or extra claro, followed by claro, natural claro, colorado claro, maduro, and the darkest, escuro. These wrapper classifications can make a big difference in the taste of a cigar. The lighter shades are grown in the sun and are, therefore, bleached so that they add little to the taste of the cigar. The dark wrappers, however, are cultivated under screens and allowed to mature. Their browner leaves give a cigar a more full-bodied flavor. Historically, British smokers have preferred the darker hues, while Americans have selected the lighter colors. As a result, cigars with the matured wrappers are known as English Market Selection, or E. M. S., and the lighter cigars as A. M. S.--American Market Selection.

We have now disected the cigar into filler, binder, and wrapper, and discussed the prerequisites in each part to make the item one of quality. Now let us turn to the quality of cigars produced in different regions. The same plant produces different tobacco when grown in different environments, so the quality of the cigar will depend in part on the region that produced the tobacco of which it is made. Cuba is most famous for its quality cigars. Beware, however, if you hear that someone is getting Cuban cigars today. These are probably from Cuban seed presently being grown in the Canary Islands by H. Upmann, one of the most famous firms in the days of the true Havanas. These cigars are being smuggled into the country or sold on transatlantic flights at outrageous prices, but they don't compare to the Cuban cigar of yesterday. The most common cigars in the United States are the American brands, like Robert Burns, White Owl, Roi-Tan, and Phillies. For the most part these popular brands are manufactured from Puerto Rican tobacco, which while not very expensive, is not very good. From either point of view, the Tiparillo fits into this category. In addition to the popular brands, there are also better domestic cigars made of such tobaccos as Connecticut shade-grown, Pennsylvania broadleaf, Pennsylvania shade-grown, and Florida broadleaf.

Thus, you have some background information to enable you to pick a quality product at a smokeshop. Remember to consider the filler, the binder, and the wrapper. Also, find out where the cigar was manufactured. And if you're a gentleman, go ahead and offer your date a good cigar, but don't make it a Tiparillo.

RHETORICAL JIGSAW PUZZLE NO. 11

UNIT	LABEL
is organs of excretion.	
is endocrine glands.	
The American Medical Association Journal reported widespread experiments conducted to make certain fluorine caused mottled teeth. Reports from Ethiopia, Israel, Ecuador, Germany, and the United States affirmed the experiments.	
The fourth main target of fluorine	
Recent studies by the British Medical Authority show that fluorine, which is chemically non-essential for body organs, has four target areas of destruction.	
If each of you will remember the first part of my speech, I quoted from Dr. Stone's diary when I stated "he had a strong envy for the doctor's business for everyone in the town seemed to be plagued by backaches, and assorted ills." After recent research, scientists no doubt understand why the Flagstaff doctor had a great deal of business. Today fluoridation is believed to have many non-dental side effects which far outweigh its questionable dental advantages.	

In popular opinion polls in Minneapolis, New Orleans, and Philadelphia, 87% of the people questioned said they hoped fluoridation would keep them from going to the dentist's office to get fillings or extractions.

The American Dental Association and the Council on Dental Therapeutics strongly advocate the fluoridation of water supplies. In fact, 99% of all dentists advocate legislation to have public fluoridation of water supplies. All of the dentists and their organizations base their case on one simple issue: that fluoridation reduces normal dental cavities.

Similar results were reported in experiments under the auspices of the British Medical Authority. In none of the experiments were people above 25 helped in dental caries by fluoridation. These results were accepted by the United States Public Health Service. Further studies showed 60-65% reduction of cavities by fluoridation in young chidren, but sooner or later these children developed cavities.

Reports of clinical tests aloo support this point of view.

To quote Dr. Albert Crox of Johns Hopkins University, "fluoride has been shown to cause delayed action in decay rather than prevention of the disease."

One hot summer day in 1867 a young dentist named Franklin Stone, who had recently graduated from Harvard, was making his way across the Great Plains into the desert. He had heard many wild stories about the boom towns and the lawless living in these far Western areas. He had also heard of the acute shortage of medical facilities and especially of inadequate dental facilities. So as his stagecoach pushed on westward, he dreamed of going to one of these boom towns and literally making a fortune in dentistry. One such boom town was Flagstaff, Arizona, and by mere chance he happened to choose Flagstaff for settlement. His diary, however, showed that he had to move elsewhere for the people of Flagstaff had extremely healthy teeth. In his diary he also noted "a strong envy" for the local doctor's business, for as he said, "everyone in the town seemed to have backaches and assorted ills." Today, we know the people of Flagstaff had healthy teeth because of the large degree of fluorine in the water; but so much temporarily for Dr. Stone.

Fluorine forms complex compounds with glycogen which is stored in the liver. Much of this new compound is harmless and useless, but it is stored in the liver and thus reduces the capacity for the needed glycogen.

First I would like to show why the usual arguments offered in support of fluoridation are not valid, and then I will show a few out of the multitude of arguments opposing fluoridation.

Two, why has a drug law been passed forbidding a pregnant woman to consume drugs containing the same amount of fluorine as many city water supplies?

The first area

Experiments have shown that one part of fluorine per million parts of water, which is standard for most cities with fluoridated water, is enough to impair the bone-making process. Calcium metabolism is the bone-making process, and fluorine reacts with the calcium to form calcium fluoride. This calcium fluoride is deposited in joints whereupon the joints function is made extremely difficult and painful. This process also makes bones in effect to "grow older quicker," for dead bone cells are not rapidly being replaced. The overall effect is weak bones and soreness which leads many people to think they have arthritis.

Now, all of the evidence we have seen thus far indicates that fluoridated water will not permanently prevent tooth decay; but even if it did, its effect on the frequency of extractions would be very slight.

In other words, people are not going to be less burdened by decay with fluoridation--it will simply come at a later age.

A disease called dental fluorisis is the result of too much intake of fluorine.

To begin with, fluoridation does not have the effect that is usually claimed for it--that is, fluoridating your water supply will not keep you out of the dentist's office.

One, since anyone can buy most any vitamin pills, why have vitamin pills containing the same amount of fluorine as many city water supplies been recently banned except by rigid doctor's prescriptions?

is bones and joints, especially in the spine.

Although research is not conclusive, it looks like we may soon know why Franklin Stone's doctor friend in Flagstaff had so many patients. Till we do, I advocate we postpone fluoridation.

First let us take up the question of cavities.

As the kidney, the great filter of the body, eliminates useless compounds from the blood, fluorine reacts with these compounds and forms more useless compounds. Two results usually take place--either kidney stones are formed or else the whole kidney becomes solidified.

This would lead one to think that drinking too much city water ought to be banned except by prescription. If fluorine is potentially harmful in vitamins and other compounds, why is it not also harmful in water?

Since this collection of deaths from cancer could have been coincidence, it was decided to experiment with rats.

The third target area

Yet they are doomed to disappointment on both counts, for fluoridation does not prevent either fillings or extractions.

Perhaps I still have some doubters in the audience. Let me pose two questions to you, based on recent changes in U. S. drug laws.

The Journal of Nutrition reports the results of a Columbia University experiment--"the rate of planted tumor growth in rats was three times faster in rats which drank fluoridated water than in rats which drank non-fluoridated water.

Similar reactions take place in the thyroid, parathyroid, and adrenal glands, although not to the extent of the pituitary.

75% of all extractions are from pyorrhea and other gum diseases, and only 25% result from cavities.

Therefore, we can conclude at this point that if people drink fluoridated water, they will probably have a double shot at the dentist's office: cavities plus dental fluorosis.

It is widely believed that fluoridation of the water supply will reduce the incidence of tooth decay.

To put it in laymen's terms, dental fluorosis is simply a mottling of the enamel; that is dark spots on enamel which if in excess cause a whole tooth to become a dull brown color. This disease is usually not serious, but it can eventually eat up all the enamel thus causing a need for tooth extraction. This process is slower than that of cavitation--usually people with dental fluorosis do not have extractions before the age of fifty.

The pituitary gland, for example, depends on magnesium for its function. In presence of fluorine, the magnesium reacts with it to form a compound which is harmlessly excreted. However, if a person drinking fluoridated water does not get enough magnesium in his diet to compensate for this magnesium fluoride loss, then his pituitary functions may be strongly impaired, and excessive growth, nervous disorders, or any number of malfunctions could occur.

If I stopped my speech at this point I would hope that each of you realized that fluoridation is not as advantageous as has been supposed. If these dental aspects have not awakened you, then I hope that the rest of my speech will.

An experiment at the Kansas Academy of Science showed children 3-12 years of age had no cavities regardless of contact with fluoridated water. At twelve, the children drinking nonfluoridated water began to show cavities, and at 22 began to have extractions. The children drinking fluoridated water did not begin to show cavities till 16 and began to have extractions at 26. Thus, we see fluoridated water delayed cavities about 4 years.

Thus, even if fluoridation were a perfect preventive for tooth decay, it would prevent only one extraction in four.

Yet the evidence fails to support the contention that fluoridation prevents tooth decay.

We have seen that fluoridation is, in the long run, useless. But, not all of the dental effects of fluorine are merely useless; fluorine has one effect on teeth that is actually harmful.

Fluorine hampers the efficiency of the liver.

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Evidence seems to be less conclusive in this area than the first three, but a higher death rate from cancer (2 toll) was noted in places containing fluoridated water rather than nonfluoridated water.

The second target of fluroine

Today our dental authorities press for legislation to artificially fluoridate water to give us healthy teeth; perhaps you live in a town or city where fluoridation has become an issue and perhaps you have seen fluoridation voted in. Until my research on the subject, I figured fluoridation was a "minor issue" and since dentists advocated it, I felt it was probably a "pretty good thing." However, after much research, I now find that I am firmly against fluoridation.

So, no matter how popular the idea may be, it is clear that fluoridation is not going to keep people out of the dentist's office.

Most people believe that drinking fluoridated water will reduce the amount of dental treatment they require.

All medical, dental and health authorities seem to agree that fluoride aids in reducing tooth decay; few however will agree that fluoride is a preventive measure.

The kidney follows a similar pattern.

The liver and kidneys seem to fall victim to too much fluorine.

I would like to show you why I feel fluoridation is bad, or at least highly questionable.

Think back to the TV ads about clinical tests with toothpastes containing fluorine, and you always see the results based on children. Why? Because fluorine simply prolongs decay in children and all adults will eventually be overcome.

In reporting on the autopsies of two people who died under mysterious circumstances, Dr. J. F. Raetzmen of Southwestern Medical School stated, "The presence of highly complex fluoride compounds in the kidney appears to have been the cause of death. Both people had lived in places of high fluorine concentration--Rochester, New York and Grand Prairie, Texas."

In closing, let me say I hope each of you becomes concerned over the issue of fluoridation. I have tried to show the dental advantages to fluoridation to be few and medical aspects to be potentially dangerous.

Thus, we see the four target areas of danger of fluorine--bones, glands, excretory organs, and tumors.

"Should We Fluoridate Public Water Supplies?"

by Ed Auler -- Texas University, 1966

SOLUTION TO RHETORICAL JIGSAW PUZZLE NO. 11

One hot summer day in 1867, a young dentist named Franklin Stone, who had recently graduated from Harvard, was making his way across the Great Plains into the desert. He had heard many wild stories about the boom towns and the lawless living in these far Western areas. He had also heard of the acute shortage of medical facilities and especially of inadequate dental facilities. So as his stagecoach pushed on westward, he dreamed of going to one of these boom towns and literally making a fortune in dentistry. One such boom town was Flagstaff, Arizona, and by mere chance he happened to choose Flagstaff for settlement. His diary, however, showed that he had to move elsewhere for the people of Flagstaff had extremely healthy teeth. In his diary he also noted "a strong envy" for the local doctor's business, for as he said, "everyone in the town seemed to have backaches and assorted ills." Today, we know the people of Flagstaff had healthy teeth because of the large degree of fluorine in the water; but so much temporarily for Dr. Stone.

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First, I would like to show why the usual arguments offered in support of fluoridation are not valid, and then I will show a few out of the multitude of arguments opposing fluoridation. To begin with, fluoridation does not have the effect that is usually claimed for it--that is, fluoridating your water supply will not keep you out of the dentist's office. Most people believe that drinking fluoridated water will reduce the amount of dental treatment they require. In popular opinion polls in Minneapolis, New Orleans, and Philadelphia, 87% of the people questioned said they hoped fluoridation would keep them from going to the dentist's office to get fillings or extractions. Yet they are doomed to disappointment on both counts, for fluoridation does not prevent either fillings or extractions.

First let us take up the question of cavities. It is widely believed that fluoridation of the water supply will reduce the incidence of tooth decay. The American Dental Association and the Council on Dental Therapeutics strongly advocate the fluoridation of water supplies. In fact, 99% of all dentists advocate legislation to have public fluoridation of water supplies. All of the dentists and their organizations base their case on one simple issue: that fluoridation reduces normal dental cavities. Yet the evidence fails to support the contention that fluoridation prevents tooth decay. All medical dental and health authorities seem to agree that fluoride aids in reducing tooth decay; few however will agree that fluoride is a preventive measure. To quote Dr. Albert Crox of Johns Hopkins University, "fluoride has been shown to cause delayed action in decay rather than prevention of the disease." In other words, people are not going to be less burdened by decay with fluoridation--it will simply come at a later age. Reports of clinical tests also support this point of view. An experiment at the Kansas Academy of Science showed children 3-12 years of age had no cavities regardless of contact with fluoridated water. At twelve, the children drinking non-fluoridated water began to show cavities, and at 22 began to have extractions. The children drinking fluoridated water did not begin to show cavities till 16 and began to have extractions at 26. Thus, we see fluoridated water delayed cavities about 4 years. Similar results were reported in experiments under the auspices of the British Medical Authority. In none of the experiments were people above 25 helped in dental caries by fluoridation. These results were accepted by the United States Public Health Service. Further studies showed 60-65% reduction of cavities by fluoridation in young children, but sooner or later these children developed cavities. Think back to the TV ads about clinical tests with toothpastes containing fluorine, and you always see the results based on children. Why? Because fluorine simply prolongs decay in children and all adults will eventually be overcome.

Now, all of the evidence we have seen thus far indicates that fluoridated water will not permanently prevent tooth decay; but even if it did, its effect on the frequency of extractions would be very slight. 75% of all extractions are from pyorrhea and other gum diseases, and only 25% result from cavities. Thus, even if fluoridation were a perfect preventive for tooth decay, it would prevent only one extraction in four. So, no matter how popular the idea may be, it is clear that fluoridation is not going to keep people out of the dentist's office.

We have seen that fluoridation is, in the long run, useless. But, not all of the dental effects of fluorine are merely useless; fluorine has one effect on teeth that is actually harmful. A disease called dental fluorosis is the result of too much intake of fluorine. To put it in laymen's terms, dental fluorosis is simply a mottling of the enamel; that is dark spots on enamel which if in excess cause a whole tooth to become a dull brown color. This disease is usually not serious, but it can eventually eat up all the enamel thus causing a need for tooth extraction. This process is slower than that of cavitation--usually people with dental fluorosis do not have extractions before the age of fifty. The American Medical Association Journal reported widespread experiments conducted to make certain fluorine caused mottled teeth. Reports from Ethiopia, Israel, Ecuador, Germany, and the United States affirmed the experiments. Therefore, we can conclude at this point that if people drink fluoridated water, they will probably have a double shot at the dentist's office: cavities plus dental fluorosis.

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Recent studies by the British Medical Authority show that fluorine, which is chemically non-essential for body organs, has four target areas of destruction. The first area is bones and joints, especially in the spine. Experiments have shown that one part of fluorine per million parts of water, which is standard for most cities with fluoridated water, is enough to impair the bone-making process, and fluorine reacts with the calcium to form calcium fluoride. This calcium fluoride is deposited in joints whereupon the joints function is made extremely difficult and painful. This process also makes bones in effect to "grow older quicker," for dead bone cells are not rapidly being replaced. The overall effect is weak bones and soreness which leads many people to think they have arthritis.

The second target of fluorine is endocrine glands. The pituitary gland, for example, depends on magnesium for its function. In presence of fluorine, the magnesium reacts with it to form a compound which is harmlessly excreted. However, if a person drinking fluoridated water does not get enough magnesium in his diet to compensate for this magnesium fluoride loss, then his pituitary functions may be strongly impaired, and excessive growth, nervous disorders, or any number of mal-functions could occur. Similar reactions take place in the thyroid, parathyroid, and adrenal glands, although not to the extent of the pituitary.

The third target area is organs of excretion. The liver and kidneys seem to fall victim to too much fluorine. Fluorine hampers the efficiency of the liver. Fluorine forms complex compounds with glycogen which is stored in the liver. Much of this new compound is harmless and useless, but it is stored in the liver and thus reduces the capacity for the needed glycogen. The kidney follows a similar pattern. As the kidney, the great filter of the body, eliminates useless compounds from the blood, fluorine reacts with these compounds and forms more useless compounds. Two results usually take place--either kidney stones are formed or else the whole kidney becomes solidified. In reporting on the autopsies of two people who died under mysterious circumstances, Dr. J. F. Raetzmen of Southwestern Medical School stated, "The presence of highly complex fluoride compounds in the kidney appears to have been the cause of death. Both people had lived in placss of high fluorine concentration--Rochester, New York and Grand Prairie, Texas."

The fourth main target of fluorine seems to be tumerous growths. Evidence seems to be less conclusive in this area than the first three, but a higher death rate from cancer (2 toll) was noted in places containing fluoridated water rather than non-fluoridated water. Since this collection of deaths from cancer could have been coincidence, it was decided to experiment with rats. The Journal of Nutrition reports the results of a Columbia University experiment--"the rate of planted tumor growth in rats was three times faster in rats which drank fluoridated water than in rats which drank non-fluoridated water.

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CREATIVE RHETORICAL RECONSTRUCTION PROBLEM NO. 1

Each of the items below is a rhetorical element which might be included in a short talk. Your task is to construct a good speech using some of these items and whatever additional items you feel may be required to make a complete and well-organized composition. Remember:

(a) You *must* use some of the items provided below.

(b) You *need not* use *all* of the items provided.

(c) You *must* compose whatever additional items are needed to complete the speech.

(d) When you are finished, arrange all of the items in the correct order.

(e) *Label each item correctly*. THIS APPLIES TO *THE ITEMS YOU HAVE CREATED* AS WELL AS THE ONES PROVIDED (but it does not apply to items you did not use).

If you have done Rhetorical Jigsaw Puzzles, this task differs from that to which you have been accustomed in two ways: First, there is not one "correct answer", but rather an infinite variety of acceptable possibilities, depending on your own creativity. Second, your solution is not necessarily required to be exclusively or exhaustively composed of the items presented below.

UNIT	LABEL
This is precisely why optimism is the most essential ingredient for leadership. The optimism generated by a leader will easily penetrate into the hearts and minds of his followers.	

--that life affords a means of growth and gives us the opportunity and capability of attaining satisfaction.

--that we should look upon existence as a great blessing, and realize that it is impossible that God could produce anything that could not be of some value;

The optimistic leader realizes that his people follow not only his orders, but that they follow his examples as well. He therefore makes it his responsibility to show his followers the road to achievement through optimism:

that, if you think you are out-classed, you are; if you think you'll lose, you've lost; if you think you are beaten, you are. You have to think high to rise. You have to be sure of yourself before you can ever succeed.

God created all, so there must be good in all.

How many of us go through life with this thought in mind? Unfortunately, the right to claim this as a principle of daily life goes only to one classification of people: the optimists

--that is, the people who believe that good ultimately triumphs over evil, and who, therefore, take the most hopeful view of everything.

But do the followers need this optimism? --yes, and we can understand why if we visualize the follower who lacks optimism:

An optimist is a person who has acquired the valuable ability to meet difficulties, and has learned how to handle them without becoming discouraged.

Perhaps the most important thing to remember about an optimist is that his spirit is contagious, and whether with one or many, others feel the power of his optimism, and in turn, take heart themselves.

He hopes for nothing, because he reasons that his hopes are against him; he tries for nothing, because he reasons that success is impossible; he prays for nothing, because he reasons that God is incapable of answering his prayers.

But--within the leader must be that magnetism of optimism which never allows his followers to fall in defeat, but encourages them to rise and conquer.

He realizes also that conflict is not new to life or to living--it is as old as the world. Among individuals, conflict is and ever will be at work. The optimist realizes, however, that what appears to be negative, if used constructively and wisely, will push life up rather than break it down.

An optimistic leader realizes that without hope, there is no goal; without a goal, there is no progress; and without progress, there is no success.

Unless a leader has optimism, it is impossible for him to convey to his followers the things that optimism tells us:

Life's battles rarely go to the stronger or faster man; the fellow who wins is the one who thinks he can.

--that we should never despair, but if we do, we should work on in despair;

The followers of a leader who lacks optimism tend to go in a circle and remain stationary,

--that in spite of evil, and suffering, life can be in harmony with the idea of His perfect goodness;

but the followers of the optimistic leader are like the ripples formed when a stone is thrown into a pond.

The optimism that leads to achievement is not an optimism of passive disposition that waits for things to work out favorably, but it is the source of inspiration to the activity which achieves the ends that are to be gained. The optimistic leader does not lose faith when those about him say, "It can't be done." He is not daunted by the failure of others to carry out some enterprise, for he sets out to profit by others' mistakes. There are very few impossibilities suggested to man on this planet for which optimism cannot eventually provide just enough incentive, thus revealing the means of accomplishment to man.

They extend their range, and enlarge their scope.

The optimistic leader will agree that to get through life's hardest journeys, we need to take only one step at a time, but he knows that we must keep on stepping.

A faith that will lead to achievement must be a faith in oneself and one's capabilities, a faith that supplies the courage to give serious thought to the dark side of things, without losing sight of the ultimate achievement. Optimism may be termed as s state of mind and disposition; a quality of spirit. Just believing in oneself and hoping for the best is not enough.

This is precisely why optimism is the most essential ingredient for leadership. The optimism generated by a leader will easily penetrate into the hearts and minds of his followers.

Each of us can be an optimist and influence those with whom we come in contact each day. We can convince others that we are hopeful and confident, that things are going to turn out for the best, and thus send forth some of our own faith to others and sow the seeds of hope and optimism. People who are optimistic have unseen powers to influence others and convince others of the right of their cause. Optimism is a positive force, a string power that the individual can use to great advantage for himself and others

We must realize that our optimistic leaders are not just "born that way." We are born with neither optimism nor pessimism. There is no doubt that optimism is the best possible way of life, but that optimistic spirit grows only in those who have actually tried it. Have you tried it yet?

CREATIVE RHETORICAL RECONSTRUCTION PROBLEM NO. 2

Each of the items below is a rhetorical element which might be included in a short talk. Your task is to construct a good speech using some of these items and whatever additional items you feel may be required to make a complete and well-organizad composition. Remember:

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UNIT	LABEL
Because of democracy, we can go to a public library and select any book from the Iliad or the Odyssey, to Alice in Wonderland.	
For only through our democratic processes come the guarantees of rights, liberty, and freedom. Our freedom is a give-and-take process, a mutual agreement among Americans to "pursue happiness" as long as it doesn't infringe on the rights of others.	

Three Americans were out sightseeing in a Soviet city two years ago. One was Senator Henry M. Jackson, the second was a U. S. Army officer, and the third was a Russian-speaking official of the U. S. Embassy. It was a unique day for them. In their tour of the USSR they'd managed for once to shake off their Kremlin-appointed guide.

"Always remember," the young Russian continued, "they aren't fooling us about you Americans. We want this to be your kind of world."

"Are you Englishmen?" the young man said in Russian.
The Embassy man replied: "No, we're American."
"Americans! That's even better," the young man said excitedly. "I've wanted so long to talk to an American."
"Why?" the Embassy man asked.

Freedom is our heritage. Freedom is our opportunity. Freedom is our job.

Countless times throughout our history we have defended our rights and the rights of other people to be free, but the job is far from done. To further protect and insure the future of every baby, now and yet to come, we must continuously speak for democracy.

We, young and old alike, have the unequaled privilege of casting our vote for class officers, school cheerleaders, or the President of the United States.

Yes, democracy is voting in November, going to the church of our choice, speaking for what we feel is right, and being able to decide what we will read, see, hear, and do.

This incident, experienced and related by Senator Jackson, is typical of the effect democracy has on the people of the world; and it is so true. We are lucky!

Every year we take a vacation and are free to enjoy the tumbled splendor of the Rockies, the wild coast of Maine, or the warm, sunny beaches of California without having to apply for a passport or ask for permission.

My father is president of his local electrical union where they are free to bargain for higher wages or improved working conditions.

Freedom of press, freedom of religion, freedom of speech, freedom of choice, the right to vote--all freedoms are made possible only through democracy.

I am seventeen years old and a senior in high school. Next year, I plan to go on to college and eventually I hope to become a teacher. I have been free to make my vocational and college choice.

But it is more than this. It is also the shout of a crowd as their team makes the final touchdown; it is the flow in the eyes of a little girl as she sits on Santa's knee; it is the joy of a three-year old's face as he pretends that he's a boat in a mud puddle.

Yes, we must act for democracy.

"Because you Americans are such lucky people. You can read what you want, hear what you want, say what you want. We can't."
The young man peered nervously over his shoulder to see if anyone was listening. He knew he was risking his life to speak like that. "Always remember," he went on, "they aren't fooling us about you Americans. We want this to be your kind of world." Then he walked away. Fast.

Yes, our country is a great country and it presents a great hope to the Communist-held world.

As they walked down the street, a young man suddenly accosted them. He was about thirty years old, quite well-dressed for a Russian, with the look of a professional person.